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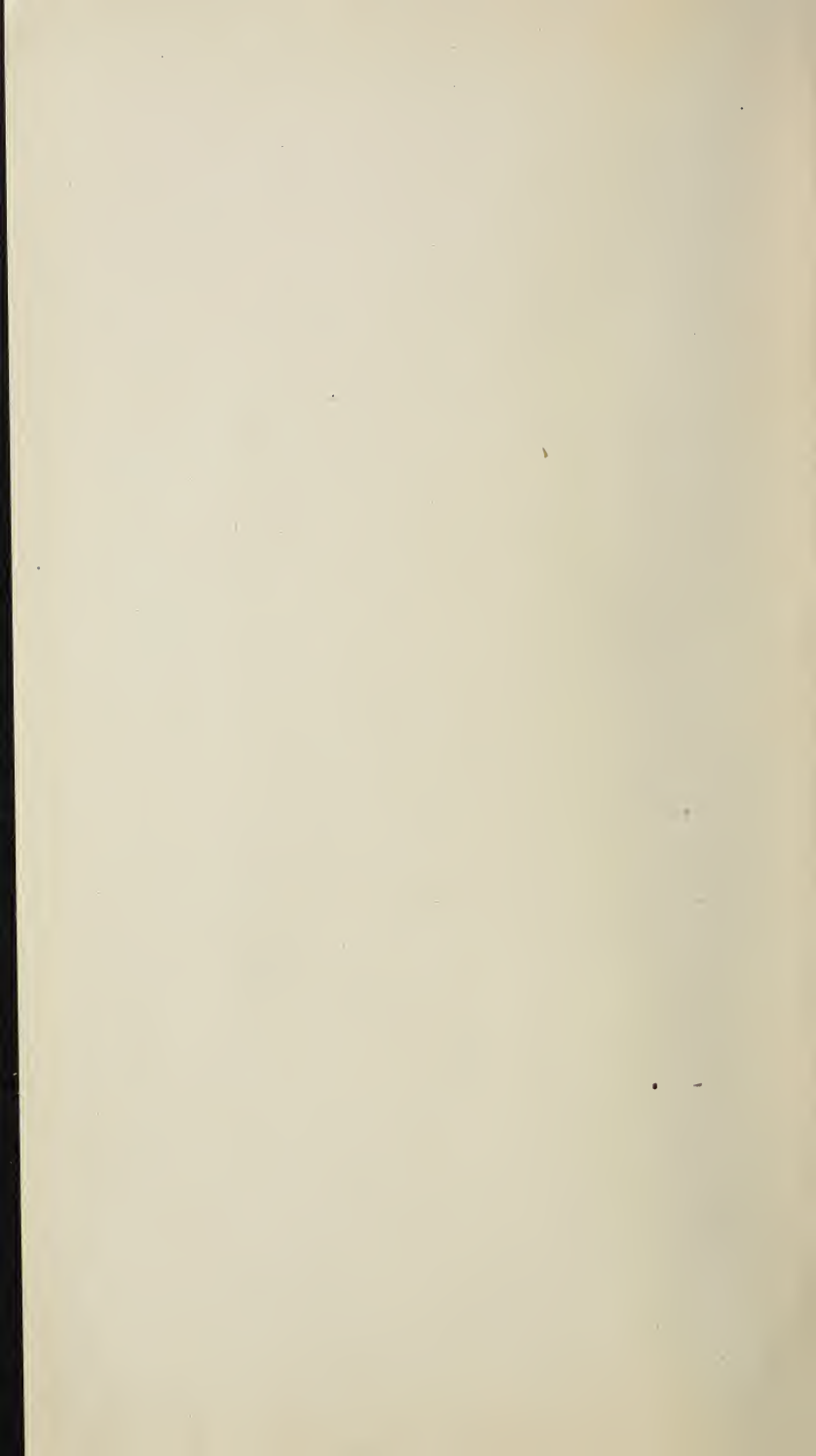




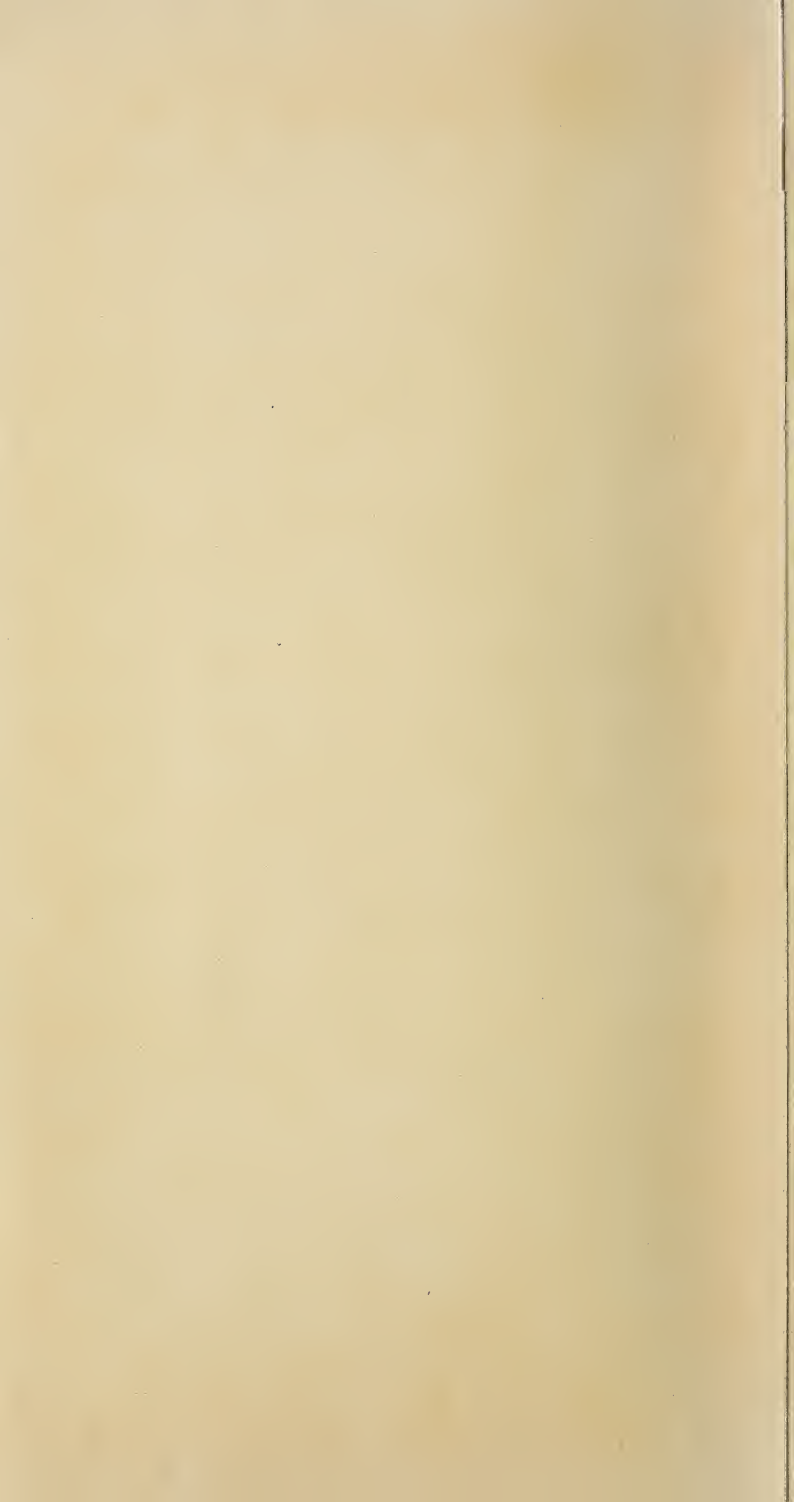
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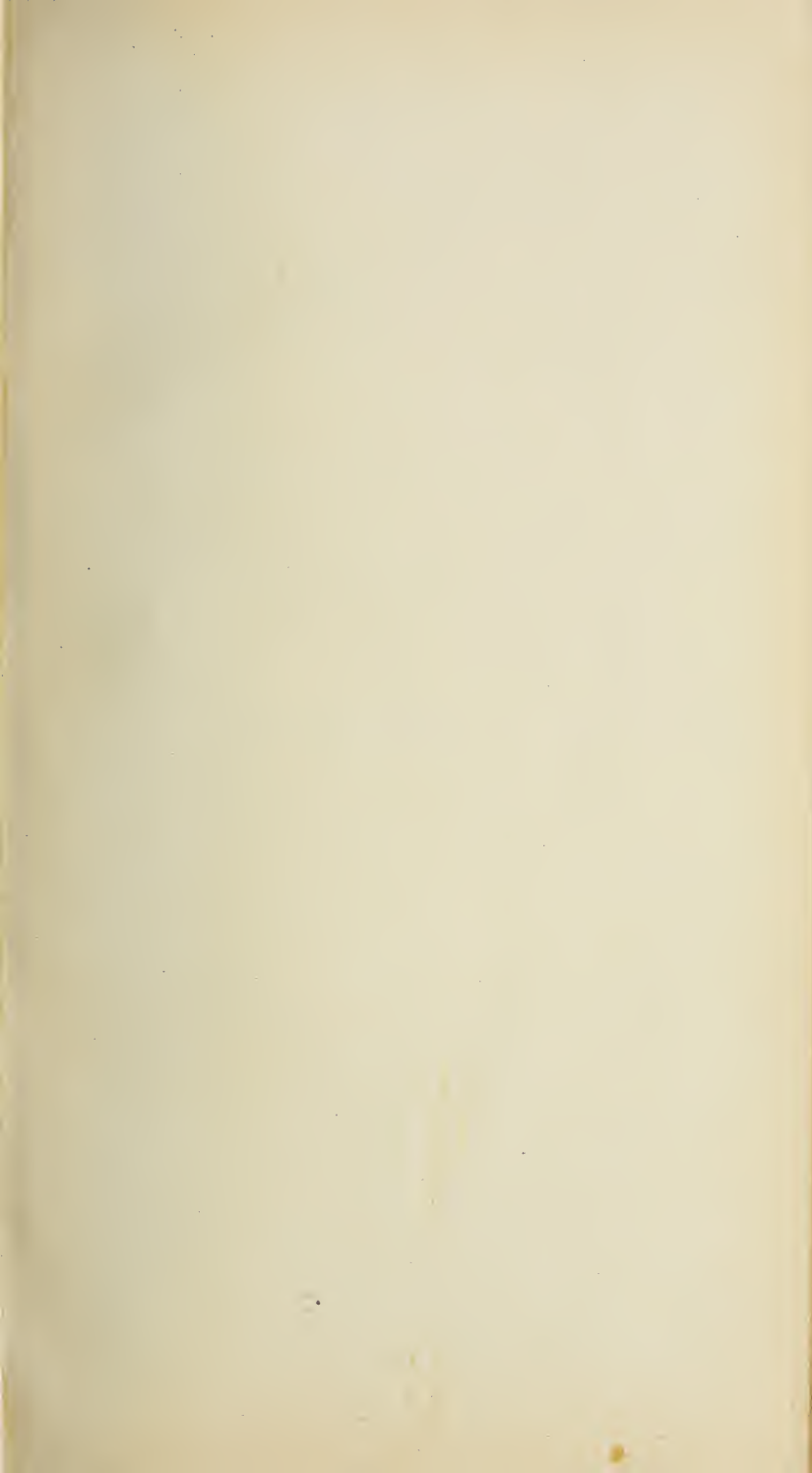
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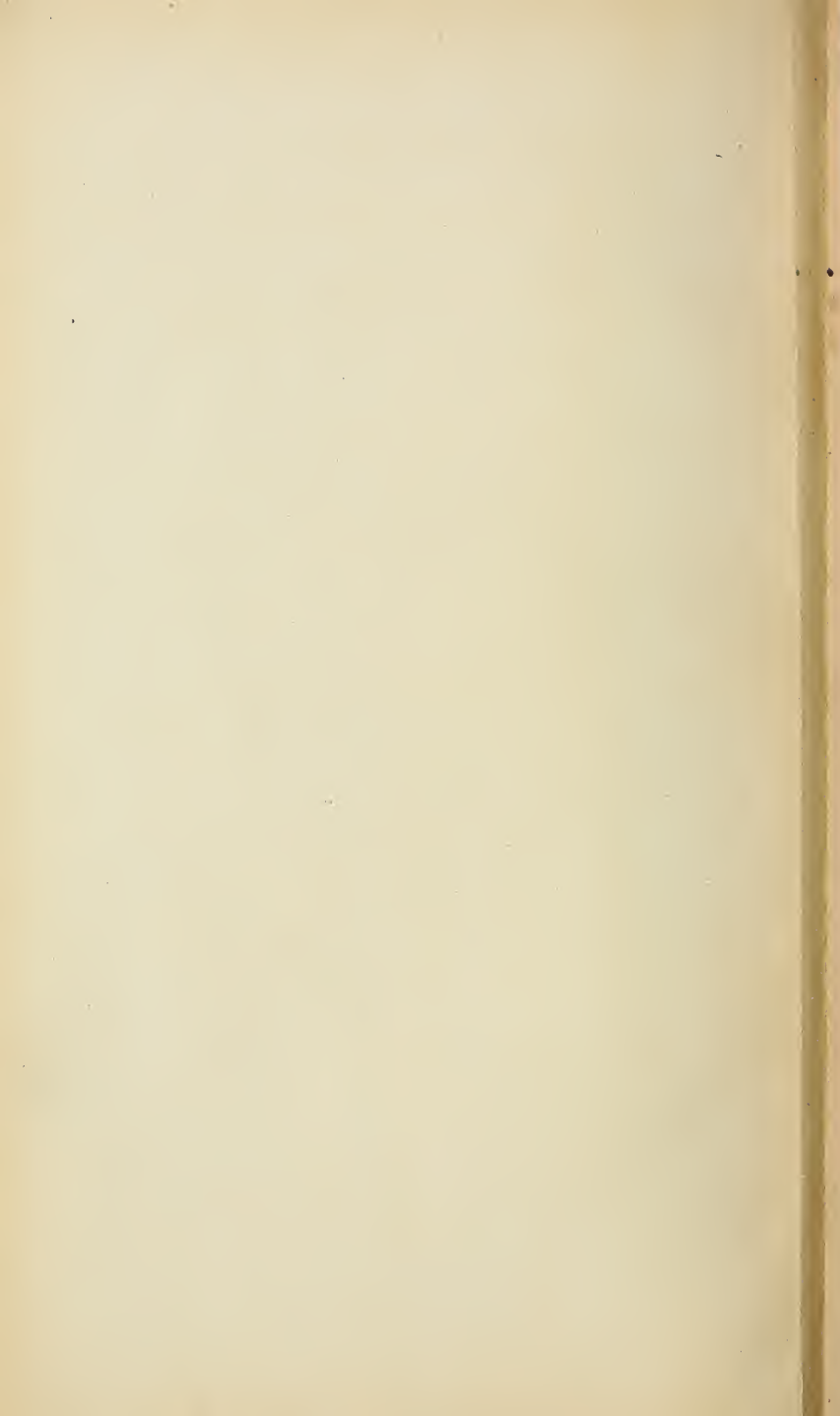
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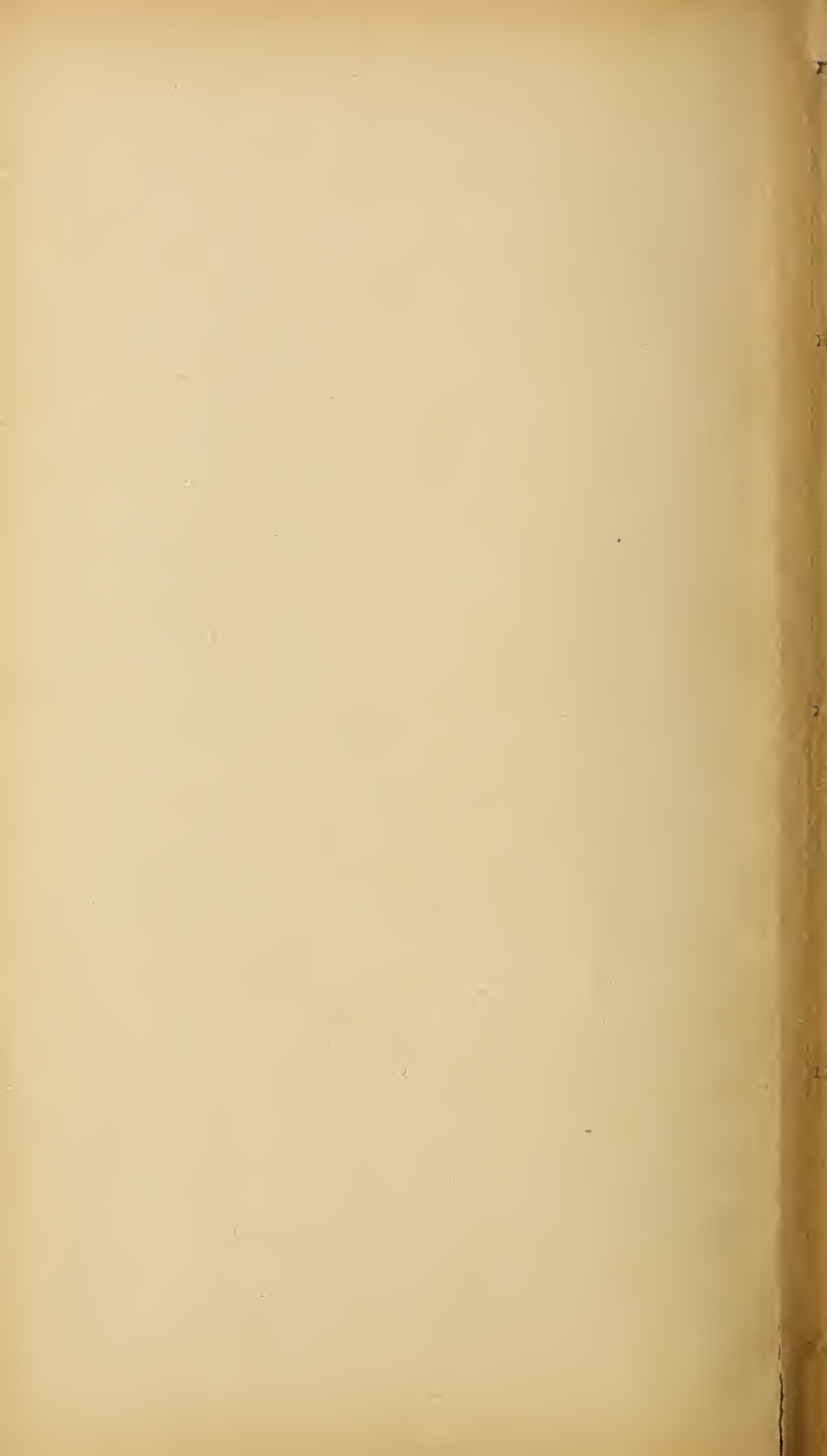
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THE TRAINING
IN
GYMNASTICS
IN THE
State Secondary Schools



*Belgium Administration de l'enseignement
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KINGDOM OF BELGIUM

Home and Public Instruction Department

ADMINISTRATION OF SECONDARY INSTRUCTION

THE TRAINING

IN

GYMNASTICS

IN THE

STATE SECONDARY SCHOOLS

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The training in Gymnastics in the State Secondary Schools

I. — Organisation

A. — EDUCATION ACT

The law of June 1, 1850, by which the secondary education in Belgium has been organised, made gymnastics obligatory in all the classes of the royal Athenæa, of the State-secondary Schools, of the Preparatory Sections annexed to the latter, and also in the municipal and provincial schools subsidized by the Government and in the schools supported by the municipal authorities.

However, no measure was taken to

secure the success of this instruction. For, whereas the law stipulated that, in future, it would be necessary for the candidates for the functions of a " *préfet des études* " a professor, a headmaster or an usher, to furnish proof of their being in possession of a diploma as a testimony of their capacity, it did not provide for the recruiting of the personnel charged with the physical education. Much more : no special programme was provided for or fixed by the regulations, by which the professors might be guided.

B. — PROGRAMMES.

It was not before 1862 that the Government required Dr Theis to draw up a programme of Gymnastics.

Being devised in a spirit of wise moderation and of judicious application to the wants of the children and of the youth of the schools, this pro-

gramme would have proved successful if the masters entrusted with teaching it, had been sufficiently acquainted with it, and if, on the other hand, they had endeavoured conveniently to establish the gymnasia, the apparatus and the distribution of time. All these things were neglected, the result being that the situation improved but little.

Ten years later, the minister ordered the situation of gymnastics in Holland, in Sweden, in Denmark and in Germany, to be studied.

The report published in consequence of this mission induced the Minister to constitute a Committee charged with elaborating a programme of instruction.

The ideas that have been followed in drawing up this programme can be summarised as follows :

1° The basis of school-gymnastics is the active, voluntary exercise ;

2° The exercises must be natural, apply to all the joints of the body in all the movements that are proper to them, without going beyond the limits of their normal extent and the resisting-force of the articular ligaments ;

3° In an obligatory instruction such exercises as expose the pupils to accidents and are injurious to their health or to their studies, may not be admitted ; an educational instruction also excludes the attitudes which are not in harmony with the dignity and the self-respect which the professor ought to inculcate to his pupils ;

4° The programme must present an ensemble of exercises applicable to all the classes of students, forming for each of them a whole that develops progressively according to the strength and the skill of the students through the energy of the performance and the complexity of the combinations, rather than through the use of engines or exercises other than those admitted for early youth.

In order to carry out this plan, the Committee had classified the exercises according to their kind : flections, extensions, rotations, etc., without apparatus, and exercises at each of the adopted apparatus, enumerating at the same time simple forms and a few compound ones applying to the different organs or to their parts.

The natural exercise, made without the aid of apparatus, was chosen as the starting-point, for three reasons : 1° in the opinion of the Committee it is that which best agrees with the movements of life and which is most like the free play of children ;

2° It allows any one, better than the exercises on the apparatus, to act according to his strength or his development. 3° It can be applied everywhere, even without a gymnasium.

Besides, certain exercises were classed in special categories : i. e. such as, though belonging to gymnastic work, have a particular pur-

pose either directly practical for usual life, or patriotic, or social and humanitarian.

The programme did not enumerate all the positions, all the possible attitudes, and still less all the exercises that could be performed ; the professor might himself compose his lessons and was judiciously to choose, out of the immense variety of exercises, such as were most attractive, useful and harmonious.

These principles are excellent ; had they been honestly applied, they would not have failed to prove most successful. And this was really the case in all the schools where skilful masters put them in practice by interpreting the programme according to its tendency rather than to its letter.

In other schools where a more narrow, more material application has been made of it, the fruits of the instruction were not of equal value ; in certain cases they left even much to be desired.

For, if we examine with some attention the work of the Committee of 1874, we soon discover that the principles on which they thought to establish it, had not been observed accurately. Moreover, it has been proved by experience that the scientific bases on which the developments of the programme were resting, were both vague and superficial, and that, on the other hand, the programme being thus drawn up, the field open to the teachers' initiative, was not wide enough ; such a programme did not give the latter, indications, clear and detailed enough for them to guide them and so to keep them on the right track.

These facts induced the Government to revise the programme. Of late years, it resolved, thoroughly to reform the programmes of primary and of secondary education. This has already been done, as regards the secondary Schools, and it will proba-

bly not be long ere such a work will be taken in hand for the royal Athœnœa and the municipal Colleges.

The part, concerning gymnastics, in the programme of the secondary Schools, is reproduced hereafter.

PROGRAMME

Lower Degree

I. Elementary exercises without instruments

1. *Order-Exercises.* — Education of the rhythm by means of marches and rounds with accompaniment of songs. — Easy proceedings for the formation of the ranks and the taking of distances.

2. *Real Exercises.* — Simple exercises with a view to call forth the independence and the precision of the movements. — Easy combinations. —

Imitating games. — Easy exercises of equilibrium on the floor. — Walk, marches, runs : on the spot, forward, sideways, backward ; on tiptoe, on the heels. — Cadenced running and free running. — Gymnastic walking, marching and running. —

Skipping, close-legged and spreading the legs out. — High jump and long jump.

Pursuing and other games involving the action of running and general movements of the body.

II. *Exercises with portable instruments.*

Repetition of the *free* exercises, but with the hands bearing sticks, wooden dumb-bells or light clubs. — Exercises *by twos* with the stick. — Jumps on the unfixed jumping-apparatus. — Playing ball, marbles, trundling the hoop.

For the girls' Schools : Skipping

with simple rotation, with the small and with the large skipping-rope. — Shuttlecock and the first exercises of the graces.

III. *Exercises on the fixed apparatus.*

It will be permitted to execute the movements of the “ free ” exercise-type sort either on the apparatus or on the school-benches, the pupils sitting down, suspending or resting themselves at the same time on the upper and lower limbs.

Middle Degree.

Remark. In the middle and higher degrees, the exercises of the lower one will be resumed and performed with more energy, amplitude and precision.

I. *Exercises without apparatus.*

I. *Order Exercises.* — New proceedings for the formations and the

takings of distances. — Obliques and demi-tours ; doubling and undoubling of files and ranks. — More complex figures accompanied by exercises and songs.

2. *Real exercises* : Combinations uniting the exercises of two or three sorts — “ d’a fond ” — movements ; wrestlings and oppositions. — First exercises of swimming out of the water. — Pacing in triple time, galloping, changing the pace. — Longer sustained runs, swift-running.

Jumps with maintainings and movements of the arms.

New games with more complicated rules : the bars, blindman’s buff etc., etc.

II. *Exercises with portable instruments.*

Stretchings and beatings with the clubs. — Circumductions with the dumb-bells. — Combinations of these

exercises with one another and with other exercises of the trunk or of the lower limbs. — Analogous exercises for the movements with the stick.

For girl's schools : Double tour at the skipping-rope ; exercises by twos ; varied paces. — Jumping with the stick.

III. *Exercises on the fixed apparatus.*

Suspensions, supports, elevations and progressions by means of the upper and lower limbs. — Marches and runs on the beam and on the oblique board. — Sitting and jumping at the stool and at the beam. — Exercises in the school-room with the aid of the benches : supporting one self with one hand ; exercises when sitting or, — whether obliquely or horizontally-leaning.

Games. — Equilibrium at the apparatus. — Wrestlings and opposi-

tions with the sticks, the poles and the ropes.

Third Degree.

Exercises without Instruments.

1. *Exercises of order.* — Principal evolutions of the platoon-school and of the company-school. — Ladies' chains ; quadrilles.

2. *Real exercises.* — Combinations of movements of three or four different types. Longer sustained equilibriums accompanied by maintainances and movements more difficult than those of the middle degree. — Conveyance of children, sick and wounded persons. — Dancing-pace. — Excursions. Combined jumps ; double jump.

Games.

II. *Exercises with portable Instruments.*

Use of the stick and of the small

iron dumb-bells. Combined exercises with the sticks, the dumb-bells, the clubs. — Elementary exercises with the royal stick and with the wand. — Swimming movements at the wooden horse. — Divers games.

For the girls' school : dancing-pace and varied runs at the small rope ; arms-crossing ; union of the large and of the small ropes ; the two large ropes. — Shuttlecock, lawn-tennis, graces (in a circle and in divers dispositions).

III. *Exercises on the fixed apparatus*

Inflected suspension. — Progressions and elevations. — Stretched and inflected leaning. — Sitting. — Deep jump ; jumping at the double bar, at the stool, at the pole.

N. B. A detailed instruction will be published, explaining the interpretation that is to be put upon this programme.

PROGRAMME

For the middle section.

I. Exercises without Instruments.

Order-exercises. — Marches and evolutions ; formation in ranks and taking of distances in divers ways : the length of the arms ; 1, 2, 3... steps forward, backward, sideways or obliquely ; distance at sight ; doubling, trebling, quadrupling, on the spot and during the march ; conversion etc... Marches in ranks ; eighths, quarters and demitours ; changing of direction, countermovements, spirals, serpentines, combined figures ; movements of the platoon-school and of the companyschool.

N. B. In all these exercises the object to be aimed at, is a very correct bearing, a well cadenced pace, an alert march, a perfect regularity in the

drawing of the figures and a great simplicity in the changes of position.

Real exercises. — Repetition of the simple exercises and of the combinations taught in the preparatory section. These exercises are progressively rendered more difficult through modifications in the positions, the adjunction of such maintainances as require a more energetic muscular contraction, a longer sustained duration, a more rigorous precision. There will be made use of combinations of exercises of different types for the education of the nervous system ; a few series of them shall be formed.

Equilibrium-exercises.

The preceding exercises combined with marches, poses and “ d’a fond ” marches.

Wrestlings and oppositions.

Principles and applications of the marches, the runs and the jumps.

Swimming-exercises, if possible.

Numerous and varied games.

II. *Exercises with portable instruments.*

Exercises in the form of the "free" exercises with use of the wooden and iron wands, of the bars with spheres, of the wooden and iron dumb-bells (3 to 8 kilogrammes), of clubs.

Special exercises : elevations, balancings, extensions ; exercises by twos with the wands ; by twos, threes, fours with one or two poles. Clappings with the dumb-bells, circumduction of the wrists and of the arms with clubs. Combinations of these movements with one another and with other exercises.

Jumps with one or two poles.

Wrestlings and oppositions with the wands, the poles, the ropes.

Exercises with the royal stick and with the wand.

Conveyance of children, of sick and wounded persons.

Ball, foot-ball, bowls, ninepins, etc., etc.

III. *Exercises on the fixed apparatus.*

Repetition of the exercises of the programme of the preparatory section.

Developments of the maintainances and progressions at the stretched and inflected leanings on the poles, ropes, espaliers, frames, bars, orthopedical board and assault-boards, stool, beam, horse ; sitting and vaulting. More complexed associations of exercises or of maintainances and exercises. Passage from suspension to leaning and vice-versa, by successive or simultaneous movements ; combinations.

Equilibrium-exercises : maintainances, marches, runs, combined with exercises, on the beam and the inclined board.

Deep-jumps and divers jumps on the movable jumping-apparatus ; on the stool on the horse, on the beam, on the double bar.

Suspending and leaning-exercises

in the school-room at one or two benches.

Distribution of time.

Two and half hours a week of gymnastics is prescribed in each course i. e. the pupils have half-an hour of lesson a day, except on Thursday when they get their weekly half-holiday.



II. — The training of the teaching staff

A. — TEMPORARY COURSES

Notwithstanding the care which the authors of the programmes of 1874 had bestowed on their work, Government, taught by experience, thought it impossible to ensure its success without the teaching body being previously prepared, by special courses of study, to practise the exercises with method and correction.

With this view were organised "temporary courses of lectures" that were delivered during the long vacation, several years in succession and which the masters, attached to the divers categories of establishments of instruction, were successively called to.

The first of these courses, being designed for the professors in the pri-

mary and secondary Normal Schools of both the sexes, were decreed by the royal Decree of July 9, 1874.

They were instituted in the primary Normal Schools for schoolmasters and schoolmistresses at Nivelles, and in the secondary Normal Section at the same town.

No one was admitted to them but such persons as were intrusted with the course in gymnastics in the primary Normal Schools and in the State and municipal schools for secondary instruction. The same royal Decree also organised in a few primary Normal Schools, which a ministerial disposition was later on to designate, normal courses of lectures that should be attended by a certain number of schoolmasters and schoolmistresses, chosen from the members of the personnel of such Schools, that were already provided with a gymnasium and from persons who revealed a special ability for the teaching of corporal exercises.

In consequence of these temporary courses examinations were held before a special jury and certificates of proficiency were conferred. The ministerial Decree of July 10, 1874 took the measures required for the royal Decree to be executed.

The temporary course lasted two months for gentlemen and six weeks for ladies ; it included :

1° The history and methodology of gymnastics ;

2° The rudiments of anatomy, physiology and hygiene ;

3° Practical exercises.

Four lessons of one year were given per week in each of the two first subjects of instruction mentioned above. The practical course lasted four hours a day.

The Jury of examination was composed of the professors intrusted with the theoretical and practical teaching

at the temporary courses, and of delegates of the Government.

The examination was divided in three parts :

1° A written one, including pedagogy in its connection with physical education, the methodology of gymnastics and elementary anatomy, physiology and hygiene ;

2° A practical part, including the performance of a certain number of exercises taken from the different parts of the programme ;

3° A didactical part, consisting in a lesson in practical gymnastics, which every candidate was to give.

The candidates that had past the three parts of the examination were granted a diploma ascertaining them possess the required knowledge to teach gymnastics in a Normal School.

The scale of marks was fixed as follows :

A. Written part	History, pedagogy and methodology . . . 25	50
	Anatomy, physiology and hygiene . . . 25	

B. Practical part	Free exercises and of order 20	40
	Exercises on the apparatus 20	

C. Didactic part	60
Total	150 marks.

The candidates that attained a general average of at least 100 marks, passed their examination, *satisfactorily* (" d'une manière satisfaisante ") ; those that attained 120 and 130, got the diploma conferred on them "*cum laude* " (" avec distinction ") and "*magna cum laude* " (" avec grande distinction ") respectively.

Fifteen teachers and thirty-four mistresses attended the courses in 1874 ; a hundred in 1875.

The lectures that were delivered later on, were designed for the school-masters for primary school-teaching.

B. — EXAMINATION

Since gymnastics were introduced as an obligatory subject in the primary Normal Schools and in the secondary Normal Sections, the Government did not think it any longer necessary to organise new special courses for the teachers of secondary education. However, the institution of the examinations became permanent in order that all those who were desirous of having their aptitude for the teaching of gymnastics ascertained, might be examined and have a diploma of capacity conferred on them. The rules governing these examinations were definitively fixed by the ministerial Decree of June 25, 1881 and slightly modified by the subsequent Decrees.

According to these regulations, no persons are admitted to the examination leading to the diploma of capacity for the training in gymnastics in the royal Athenæa, the State secondary Schools, the municipal Colleges and the municipal secondary Schools, except they be either in function, as regents or regentesses, schoolmasters or schoolmistresses in some establishment of secondary education, or except they hold a certificate of capacity for the teaching of gymnastics in the primary Schools. However those that hold a diploma of schoolmaster or of schoolmistress, dated after the year 1877 (epoch from which gymnastics are one of the subjects of the leaving-examinations of the primary Normal Schools) are dispensed with producing this certificate. The candidates whom the diploma of "professeur agrégé" in the line of secondary education has been conferred on, after having atten-

ded, for two years, the courses in a State secondary Normal Section, are also admitted without this certificate.

To be admitted to the examination leading to the diploma of capacity for the training in gymnastics in a secondary Normal School, candidates must have obtained, since one year at least, the diploma of capacity for the teaching of gymnastics in an establishment of secondary education.

These restrictions, as well as the relatively great number of marks the theoretical part counts for, prove that the Government is anxious to see the diploma conferred only on such persons as it may safely rely on, as for their scientific and pedagogic learning.

In 1896, the jury, acknowledging the guarantees ensuing from the possession of a diploma of schoolmaster, of schoolmistress, of regent or of regentess to be of such a nature as to remove all care about this matter, de-

cided that the practical part and the technical knowledge should thenceforth count for more marks than they had previously done. As a consequence, the maximum of marks for each part was fixed according to the following scale :

A. Written part	Pedagogy, methodology and history 25	} 50
	Anatomy, physiology and hygiene 25	

B Practical part	Free exercises and of order 40	} 80
	Exercises on the apparatus 40	

C. Didactical part.	60
Total 190 marks.	

A maximum of marks of 125, 145 and 160 was required for a diploma with the mentions : *satisfactorily* (" d'une manière satisfaisante ") *cum laude* (" avec distinction ") *magna cum laude* (' avec grande distinction ')

respectively, and the jury also maintained the obligation-already admitted several years before — to obtain at least one half of the marks in each of the three parts of the examination.

PROGRAMME

of the written part.

I. *General survey of the history of gymnastics.* (This part being reserved for the examination of the diploma of capacity, for secondary normal school teaching.)

1° The corporal exercises among the ancient eastern nations, among the Greeks, among the Romans and in the middle-ages.

2° Gymnastics in modern times. Creation of gymnastics in Sweden and in Germany. Introduction of gymnastics in the other European countries.

Observation. — The history of gymnastics in modern times will chiefly be connected with the names of the following masters :

A. *Pedagogical authors* : Montaigne, Locke, Rousseau, Salzmann, Campe and Pestalozzi ;

B. *Creators of systems* : Basedow, Euler, Vieth, Guts-Muts, Jahn, Eisselen, Spiess, Amorós and Ling ;

3° Theoretical and practical exposition, concerning the system which is adopted in Belgium.

II. *Pedagogy : physical education.*

1° Object and importance of the physical education ;

2° Importance of general and school-hygiene ;

3° Gymnastics : their purpose, their advantages ;

4° Children's games.

III. *Methodology of gymnastics.*

1° Distribution of the exercises and programme for the different classes, with respect to the age and other conditions of the pupils ;

2° Time that is to be devoted to the exercises ;

3° Method of training in gymnastics;

4° Order and discipline ;

5° *The professor of gymnastics.*

Personal qualities. — Monitors.

6° *Material means* : a) the exercising-room, its construction and its dependencies ; b) the instruments and the gymnastic apparatus ; c) the costume ; d) the commandment, singing ; e) rythmus and cadence.

IV. *Elementary anatomy, physiology and hygiene.*

I. *Functions of nutrition.*

1° Summary description of the di-

gestive apparatus. — Principal phenomena of the digestion.

2° Composition of the blood. — Summary description of the circulatory apparatus. --- Mechanism of circulation. — Pulse.

3° The object of respiration. — Summary description of the respiratory apparatus. — Explanation of the phenomenon of respiration. — Animal heat. — Asphyxy.

4° Secretions and exhalations. — Glands. — Skin.

5° Assimilation.

II. *Joining functions.*

6° The osseous system as basis of the apparatus of motion. — Summary description of the skeleton. — Structure and development of the bones. — Joints.

7° The muscular system. — Structure and way of insertion of the muscles. — Disposition and action of

the principal muscles. — Mechanism of the movements. — Effects of the gymnastic movements on the muscles and, consequently, on the general circulation.

8° The nervous system. — Summary description of the cerebrospinal system. — Functions of the nervous system. — Nerves of sensibility, nerves of motions. — Organs of senses.

III. Hygiene in its connection with gymnastics. — The knowledge of the remedies that are to be used in case of accidents occurring.

A FEW QUESTIONS COLLECTED FROM
THE EXAMINATION-PAPERS OF THE
LAST DECENNIAL PERIOD.

History. — *a)* What was the object of the physical education in Greece? Show the means the Greeks, used in order to secure it. Appreciate them.

b) Concisely characterise the object

of gymnastics in antiquity, in the middle-ages and in modern times.

c) What place do the Philanthropists occupy in the history of gymnastics ?

d) Explain the physical education system of Guts-Muths.

e) Concisely state the object of general education according to Rousseau. Show that his physical education system answered his purpose.

f) Which was the German gymnast who most contributed to the development of the girl's gymnastics? Characterise his system.

g) Explain the Swedish system, show its advantages and the influence it exercised on the programmes of gymnastics.

h) Explain the gymnastic system of Amoros.

i) Draw a parallel between the systems of Ling and of Spiess.

j) Which are the principles Locke is guided by in his counsels on phy-

sical education? Show how he applies them.

Pedagogy. — *a)* Is there an over-exertion of the body in physical education, analogous to the overexertion of the mind in the intellectual education? How can it be produced and what are its consequences?

b) Show that the liberty of man increases with the strength he disposes of.

c) Show the effects of physical and moral hardening and the connection between both. Draw practical conclusions with regard to the education of woman.

d) Appreciate this thought of Frœbel : Playing is not to be considered as a frivolous thing ; on the contrary it is a thing of great moment.

e) To what extent shall the children's intellectual powers intervene, during the gymnastic lessons?

f) Appreciate this thought of M^{me}

Necker de Saussure : It is to woman that is due the existence of a generation either active, vigorous and sound, or weak, unsteady, enervate. — Draw practical conclusions from it.

g) Shall a professor of gymnastics attend to his pupils' physical education only ?

h) How can gymnastics contribute to the citizen's education ?

i) Show the effects of gymnastics on moral culture. Do all gymnastic exercises give good results ? Under what circumstances are those results obtained ?

j) How can the training in gymnastics contribute to the education of energy, temper and courage ?

Methodology. — a) Show the importance of order in the gymnastic lesson and indicate the means to obtain it.

b) Which are the principles on which the choice of the exercises and the conditions of a good execution shall be based ?

c) How would you do to train pupils of different classes and of different ages at a time in gymnastics?

d) Indicate the advantages and the drawbacks of the order exercises; draw consequences as to their use.

e) Shall a gymnastic lesson be analogous to a lesson in the other subjects? Draw from its purpose, practical conclusions for your teaching.

f) How would you subject the training in gymnastics to the principle of attraction and of personal observation?

g) Which are the defects of school-life? Indicate the exercises that are to be executed in order to combat them.

h) Formulate a complete series of exercises composed each of them of two movements in an opposite direction.

i) What do you call esthetical exercises? Show the necessity of them for girls. Indicate a certain number

of exercises of this kind, to be performed in the secondary schools.

j) Show the advantages of a serious preparation to give a good lesson in gymnastics.

What ought this preparation to be at the beginning of the training? what may it be, afterwards?

Anatomy. — a) Which is the mode of acting of all the muscles of the upper limb?

b) Describe the circulatory apparatus.

c) Indicate the composition of the bones and their classification.

d) Tell which are the muscles of the lower limb and which is their action.

e) Enumerate the movable joints, and tell the possible movements in each of them.

f) Describe the muscle.

g) Describe the skeleton of the thorax.

h) Describe the brain and the spinal marrow.

i) Give a brief description of the skeleton.

j) Give the description of the circulatory system.

k) Give a concise description of the organs of sense.

l) Describe the respiratory apparatus.

Physiology. — a) Expose the phenomena of nutrition, and tell how corporal exercises can favour these phenomena.

b) Expose the mechanism of the circulation of the blood. — How does the muscular exercise favour this circulation?

c) Make known the phenomena that produce animal heat.

d) Enumerate the principal excretory organs, indicating the part of each of them in organic life.

e) Expose the working of the respiratory apparatus.

f) Mention the physiological effects of the effort, and the phenomena resulting from the abuse of exercise.

g) Expose the modifications which azotized food undergoes during the digestion.

h) Which are the physiological effects of speed — and strength — exercising?

i) Give a description of the physiology of the nervous system.

j) Which is the nutritive power of the different food stuffs.

Hygiene. — *a)* Make known the hygienic functions of the skin and indicate the precautions that are to be taken in order to favour these functions.

b) Which are the characters of drink water?

c) Which are the alterations of the air and the means to remedy them?

d) Develop the resources hygiene possesses in the different applications of water.

e) What hygienic conditions must a gymnasium answer ?

f) How can gymnastics prevent and combat the effect of the vicious attitudes, which children assume while at school ?

g) How can gymnastics prevent the effects of intellectual overwork ?

h) Which are the principal hygienic rules that are to be observed in the organisation of the lessons in gymnastics ?

i) Which is the influence of the movements in general and of gymnastics in particular on the digestive function ?

j) Wherein are gymnastics superior to the other corporal exercises as regards hygiene ?

k) Prove that running can be at a time beneficial and prejudicial to the functions of the heart.

l) How can man secure himself from exterior influences ?

m) Which are the causes that can

effect an accumulation of carbonic acid in the system ?

n) Which hygienic conditions must clothes answer according to seasons and ages ?

A FEW SUBJECTS FOR LESSONS.

SECONDARY EDUCATION FOR BOYS.

a) 1 Order six exercises of different kinds and of such a nature as to develop the energy and the tenacity, to be executed (1).

2 Teach (1) the order exercise : changing of direction while marching in columns.

b) 1 Order two sections of pupils,

(1) The didactic test is usually divided into two parts. The one, the subject of which is indicated by the words : *order to... to be performed*, supposes the exercises to be known of the pupils; the professor must compose them to his liking, command them, direct and superintend their execution. The expression : *teach*, supposes a new exercise, the pupils have to perform for the first time.

— one of them being on the parallel bars and the other on the horizontal ladder, — to work under the same commandment.

2 Teach the quarter of a tour during the march, 1° without doubling 2° with doubling.

c) 1 Order two flexions, two rotations and two circumductions with “ d'à fond ” — movements, to be executed.

2 Teach the struggle with a pole and a combined exercise on the horse.

d) 1 Order two series of exercises to be performed the former being fit for amplifying the chest, the latter for developing the strength of the muscles that make it act.

2 Teach the double jump on the jumping-apparatus.

Girls' secondary teaching.

a) 1. Order a series of exercises to be executed. Teach one of them.

2. Conclude your lesson with a very lively game.

b) 1. Make a repetition of exercises fit for increasing the agility, alternating with exercises fit for amplifying the chest.

2. Teach two circumductions with the cane.

c) 1. Order six exercises with the wand to be executed, combined with movements of the body and of the lower limbs.

2. Teach an exercise with the skipping-rope.

d) 1. Make a repetition of exercises fit for developing the muscular strength.

2. Teach a very recreative game.

Secondary normal teaching.

a) Give a *complete* (1) lesson. Bring

(1) A *complete* lesson means a lesson including the different groups of exercises set forth in the scheme or plan of lesson as reproduced further on.

briefly into relief the different parts of it, and justify the choice of exercises you have made with regard to the rectification of the attitudes of the vertebral column and the bearing of the shoulders.

b) Give a *complete* lesson, and make your pupils, future mistresses of gymnastics, understand, the value and the importance 1° of the equilibrium-exercises 2° of the respiratory exercises you introduce into them.

c) Give a *complete* lesson wherein you will show the advantage a professor can derive from the changes of attitude and of bearing in order to vary and graduate the exercises.

d) Give a *complete* lesson including, in the group of the general exercises, combinations of exercises without apparatus, made up, each of them, of parallel movements of two like parts of the body and of a movement, diverging (in direction) of a third part. — Make your pupils know

this way of combining and tell them how to use it, in order to proceed gradually.

e) In a *complete* lesson given to your pupils, future teachers, order to be executed, in the quality of movements fit for rectifying the attitudes of the vertebral column, exercises with the sticks and exercises on the benches (if benches are wanting, on the horizontal beam). Explain the different purposes and effects of these two kinds of exercises.

C. — Results of the examinations.

In consequence of the temporary normal course of 1874, fifteen professors and thirty-four mistresses were awarded the diploma, declaring them to be qualified for the teaching of gymnastics in a primary or secondary Normal School.

The examinations that were held in 1875 permitted a diploma to be delivered to 91 candidates, who thus had the required qualifications conferred on them, to get a situation as a professor of gymnastics in a royal Athenæum, a municipal College or a boys' secondary School.

The examinations which have been organised since then, have no longer been preceded by special preparatory courses. Most of the candidates who come up themselves for such an examination are students who have, lately, left the Training Schools for schoolmasters or schoolmistresses or the Normal Sections for regents or regentesses of secondary education. The following table gives information about the number of persons on whom a diploma has been conferred, down to this day.

52 *The Training in Gymnastics*

YEAR	Diploma of professor in a secondary normal school for boys (1)	Diploma of mistress of gymnastics in a secondary normal school for girls	Diploma of professor in an atheneum a college or a secondary school for boys	Diploma of mistress of gymnastics in a secondary school for girls
1876	7	»	24	»
1877	12	»	20	»
1878	3	»	32	»
1879	6	»	25	»
1880	4	»	38	»
1881	1	»	21	17
1882	5	»	28	38
1883	4	2	70	39
1884	7	3	53	21
1885	6	4	44	40
1886	1	6	46	52
1887	5	2	51	31
1888	2	2	62	45
1889	7	4	46	55
1890	6	2	50	45
1891	3	»	46	48
1892	4	1	40	44
1893	6	8	34	67
1894	4	10	38	72
1895	5	10	35	74
1896	3	5	32	49
1897	1	4	29	50
1898	»	11	23	51
1899	»	8	11	15
1900	»	4	19	32
1901	1	1	28	37
1902	4	3	21	47
1903	1	9	26	53

N. B. Until 1880, the examination was common for the candidates of the primary training schools and of the secondary training schools.

III. — Situation of the Professors.

The salary of the teachers of gymnastics is fixed as follows by the royal Decree of December, 15, 1875 :

1° In the Athenæa : minimum, 1400 francs ; maximum, 1600 francs ;

2° In the boys' secondary Schools : minimum, 900 francs ; maximum, 1100 francs ;

3° In the girls' secondary Schools : minimum, 900 francs ; maximum, 1100 francs.

Every teacher begins with the minimum pay. No one gets the maximum pay except after having enjoyed the minimum for three years.

The maximum salary may be raised by one third when the teacher has enjoyed it for ten consecutive years and when he, moreover, has proved his merit and devotion.

When the professor of gymnastics occupies other paid functions in the school with which he is connected, the above-indicated salary is reduced by one half (Athenæa) or by one quarter (secondary schools).



IV. — Regulative Dispositions.

A. — THE TEACHING OF GYMNASTICS IS PUT ON THE SAME FOOTING AS OTHER SUBJECTS.

The old programme allowed the teaching of gymnastics to take place during playtime; but this provision has been suppressed by the ministerial Decree of September, 11, 1897 by which the programme of the instruction that is to be given in the State secondary Schools, was fixed; the result is that nowadays this subject is inscribed on the time-table in the same quality as the others. Two and a half hours a week are now devoted to it i. e. half an hour a day with the exception of Thursday, this being the weekly half-holiday.

In the athenæa and the colleges, the pupils get two hours of lesson

per week ; in the secondary normal schools, three hours.

Moreover, gymnastics are included in all the examinations ; they count for a certain number of marks in the competition for the general prizes and the leaving diploma at the completion of the course of studies (articles 39, 41, 42, 51 and 60 of the home-Regulations of the State secondary Schools, dated May, 15, 1899).

As the Regulations of the secondary Schools have been rendered applicable to the royal Athenæa, a ministerial Circular of November, 7, 1899 has decided that gymnastics shall count for 25 marks in the competition.

B. — INSTRUCTIONS CONCERNING
THE TEACHING OF GYMNASTICS IN THE
ROYAL ATHENÆA
AND THE STATE SECONDARY SCHOOLS

They are included in the ministerial Circular of March 1, 1897.

1° Buildings and Equipment

The Head Masters of school must take care that the gymnasia be kept beautifully neat and clean, this being an educative question and a hygienic measure as well. They will require the apparatus always to be disposed in order and they will do their utmost to have it completed wherever some article should be wanted.

2° Time-table

The lessons in gymnastics may not take place immediately after the meals i. e. at 8 in morning or at 1 or 1.30 p. m. It is advisable they should be put between the hours of the literary and scientific courses from 9 to 11.30 and from 2 to 4 ; they ought to be disposed so as to permit the pupils, for whom they are designed, to attend them ; on account of the darkness, they may not take place at 4 o'clock, in Winter.

According to the royal Decree of December 15, 1875 organising the teaching of gymnastics, the lessons must last no longer than half an hour. This prescription is maintained. Nevertheless the Prefects of Studies of the Athenæa will be authorised, on application stating the reason, to organise lessons of one hour for the pupils of the three higher classes.

3° *Exemptions*

Conformably to the very Decree of 1875, the pupils cannot be exempted from this lessons unless they produce a medical certificate declaring that they cannot possibly participate in the exercises. This provision must be observed, for it is designed for bringing into relief the importance that is attached to the course as an educational element.

4° *Grouping of the pupils*

The pupils who are assembled and are trained simultaneously in gymnas-

tics must be of about the same age. It is illogical to put together young pupils of the 7th class and scholars of the higher classes or children that just enter a secondary School and such as have already attended for several years. In the secondary Schools where there is no Preparatory Section, two courses will be formed, one of them comprising the pupils of the 1st study-year, the other those of the two first classes. In the preparatory Section there will also be constituted at least two groups. However, when the total population of the schools does not exceed 150 pupils, it will be allowable to constitute but three courses, respectively composed as follows : *lower course*, the two or three first study-years ; *middle course*, the 4th preparatory year and the 1st year of the middle Section (1) ;

(1) The new regulation of the secondary Schools raising the number of study-years in the Prepa-

higher course, the 2d and 3d year of the latter Section.

In the Athenæa, the course will be distributed according to the prescription of the programme ; besides, they will manage matters so as to leave the groups invariable, i. e. they will avoid assembling pupils, now with those of one class, then with those of another. It is profitable to the success of the lessons and to the discipline to have always the same pupils assembled for the same instruction.

C. — INSTRUCTIONS DESIGNED
FOR THE TEACHERS OF GYMNASTICS
IN THE ROYAL ATHENÆA
AND THE STATE SECONDARY SCHOOLS

The object of gymnastics

Besides that it is to contribute to the development of the moral quali-

ratory Section to 6, this is given but as an indication.

ties the lesson in gymnastics aims at a threefold object :

1° To strengthen health : *hygienic object* ;

2° To give the body a harmonious development : *esthetical object* ;

3° To teach how to make the best possible use of the muscle-power and the nervous energy : *economical object*.

On the hygienic object

In aiming at the first of these results the teacher must be persuaded that the physiological excitation that is to produce it, depends on the *dose* of exercise, i. e. on the *sum of muscular work* and not on the *violence of the statical effort*. This is the reason why the lesson must present a great activity and animation. To that intent it is preferable that it should include *a great many* exercises rather than a small number of move-

ments that would require very strong contractions and frequent and long rests. However, an exercise must not be repeated a great many times because frequent repetitions soon make the pupils weary and so prevent them from performing them with the necessary *energy*, *precision* and *amplitude*. As a general rule the same movement should not be repeated more than 8 or 10 times ; and the combined exercises have the more value as they are reproduced but 3 or 4 times

On the esthetical object

In order to give the body the harmonious shape which constitutes the esthetical object of gymnastics, it is not sufficient to get all the parts of the body perform exercises in several directions, but it is also necessary to have each movement assuming a particular form, well appropriated to the effect they want to attain.

In this respect, there is a fact that must particularly draw the professor's attention viz. that the bad positions taken by the pupils on the benches of the school cause certain deviations, the most manifest of which are cyphosis and lordosis. The student has often a prominent belly, a sunken chest, projecting shoulder-blades, a round and stooping back, and, as an inevitable consequence, his knees bow as he goes, he turns his toes in, his head inclines and his arms fall forward and draw the shoulders in the same direction. Physical education must include groups of corrective exercises that produce useful and permanent modifications in the interdependence and the conformation of the parts of the body.

The chief, amongst these modifications can be condensed as follows :

1° *Fixation of the shoulder, backward ;*

2° *Expansion of the chest* (by extensive movements of the arms, long suspensions etc. that compel the ribs to rise and to open) ;

3° *Solidity of the abdominal parietes.*
On the composition of the lesson.

With these data as a guide and taking into account the prescriptions of hygiene that recommend to graduate the work, to alternate the movements of the divers parts of the body, to have a violent exercise followed by a movement that calms the breathing and the beatings of the heart, we can establish the general plan of the lesson as follows :

I. *Preparative and training exercises* : marches, order-exercises, simple and rather feeble exercises on the spot or while marching, with a view to make the education of the rhythm and to prepare the pupil for the performance of more difficult exercises.

II. *Movements of the limbs in various attitudes* to the effect of dividing the work between all the parts of the body in order to produce a symmetrical development, to rectify bad attitudes, to amplify the thorax and to prepare the independence of the muscular contractions. The marches and the equilibrium-exercises may be comprised in this group.

III. *Suspensions and supports by the hands* of a stronger effect on the thoracic expansion and the muscular development.

IV. *Runs, skippings*, general movements of a more intense effect.

V. *Special movements of the trunk* designed for *a*) assuring the straightness of the vertebral column through energetic contractions of the muscles of the back ; *b*) for fortifying the muscles of the abdomen, and ; *c*) for fortifying those of the flanks.

VI. *Long running* and swift running, varied jumps, games ; exercises the effects of which are of a maxima intensity.

VII. *Derivative and respiratory exercises*, slow marches and moderate movements.

On the economical object. Combinations.

School-gymnastics must be simple ; it is advisable to avoid too complexed combinations that require efforts of attention and memory, which tire the brain, and that paralyse corporal work. The combinations are, however, indispensable not only to bring variety into the training, but also completely to attain to the economical object of corporal education, by perfecting the coordination of the nervous excitement that commands the muscles.

It is the teacher's business to form these combinations and to introduce them in his courses so as to have them in a logical succession and a continuous progression. To this intent he will make use of different means which can be summed up as follows :

1. Variation in extent :
2. Change of direction ;
3. Acceleration or slackening of the cadence ; modification of the rhythm ;
4. Change of attitude or of position ;
5. Union of two or several like movements of the same limb ;
6. Union of two or several different movements of the same limb ;
7. Combination of similar movements of two or several parts of the body ;
8. Combinations of different movements of several parts of the body ;

9. Combinations of movements with maintainings ;

10. Variations of these exercises through the simultaneous, alternative or successive execution of their elements.



SCHEMATICAL PLAN OF THE LESSON

Explanations :

- general organic activity.
- Energy of the muscular contractions whether partial or total.
- ↕ Approximative duration of the exercises.

Ex. of the muscles of the flanks.

Ex. of the abdominal muscles.

Ex. of the muscles of the back.

Equilibrium-exercices.

Stiff curve.

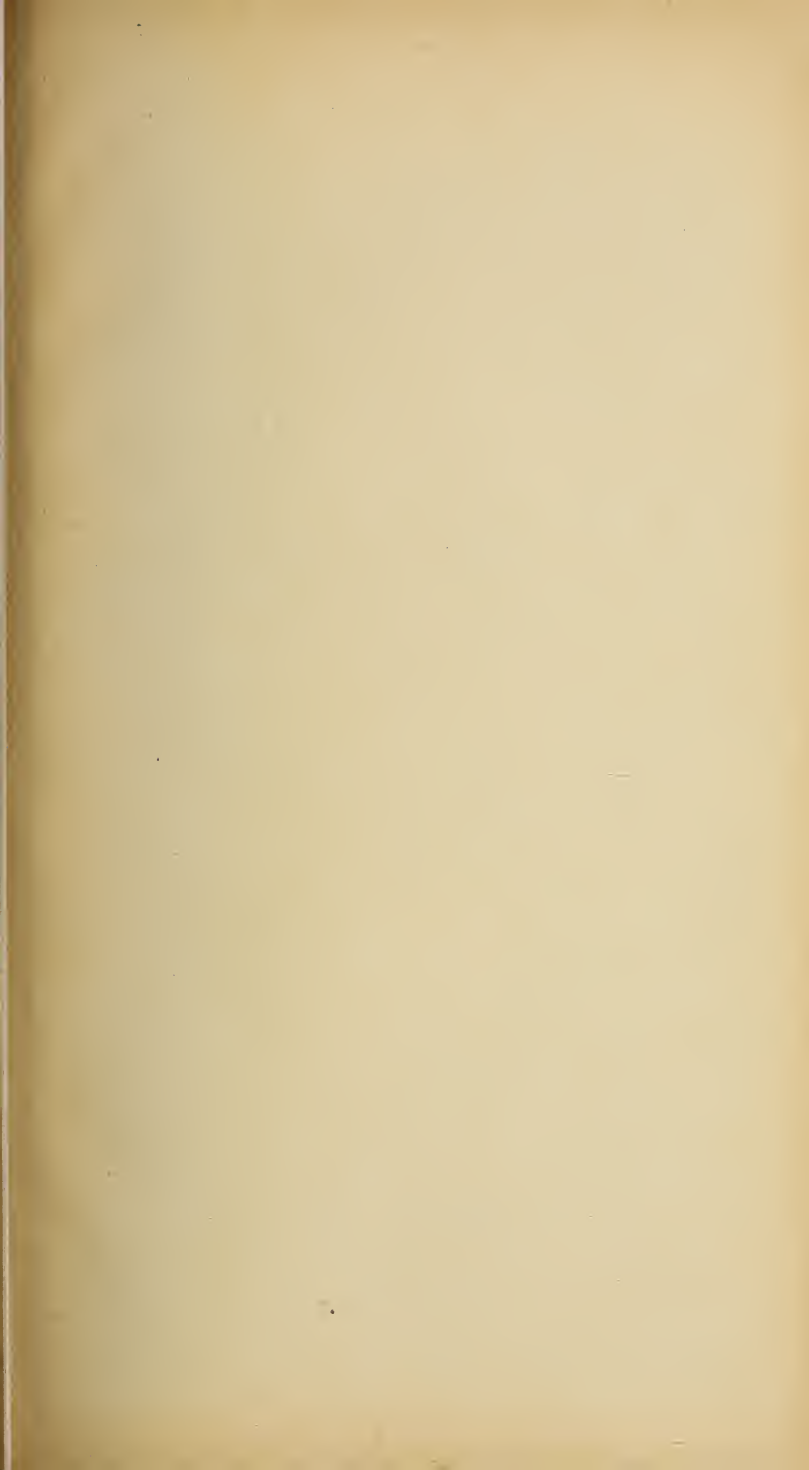
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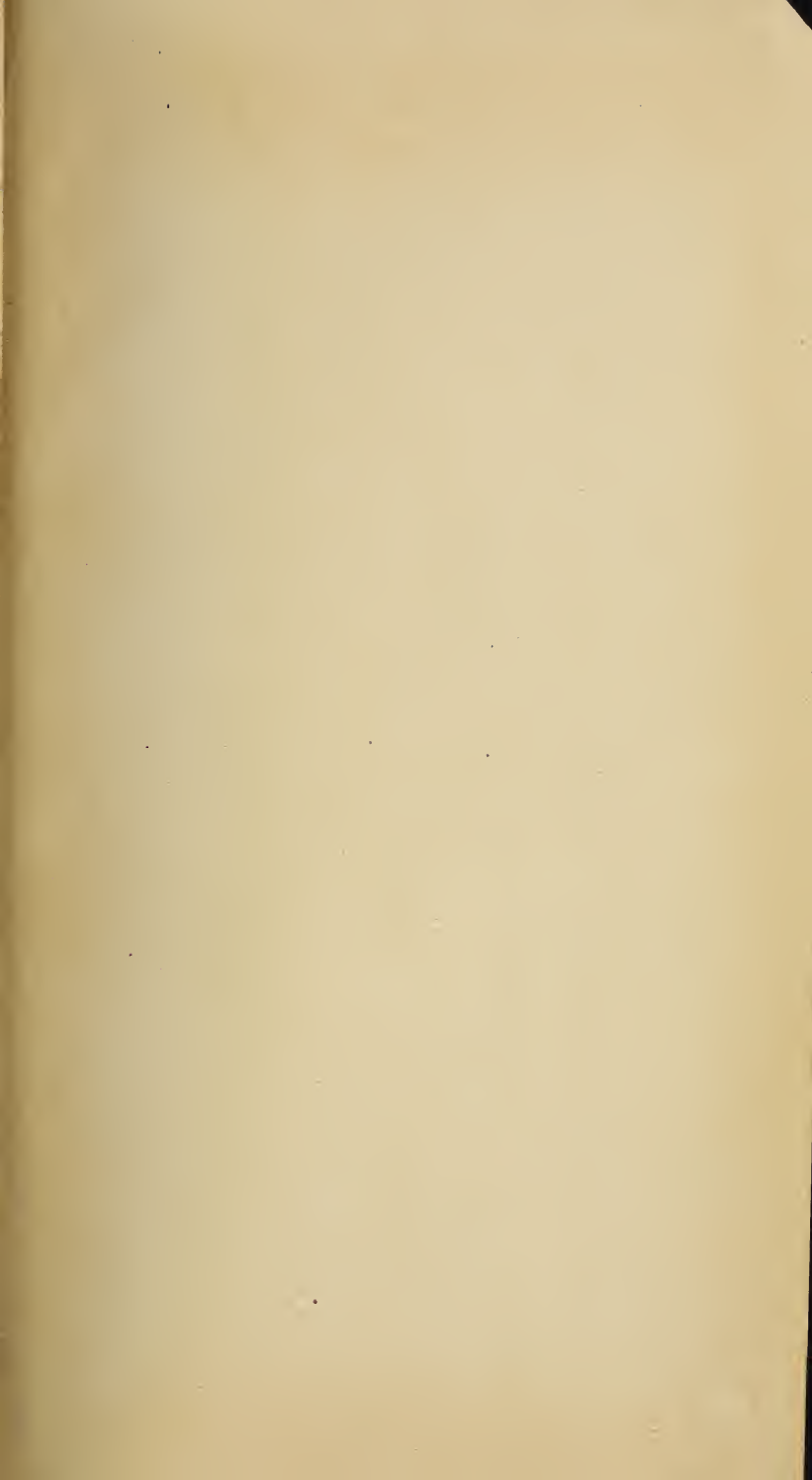


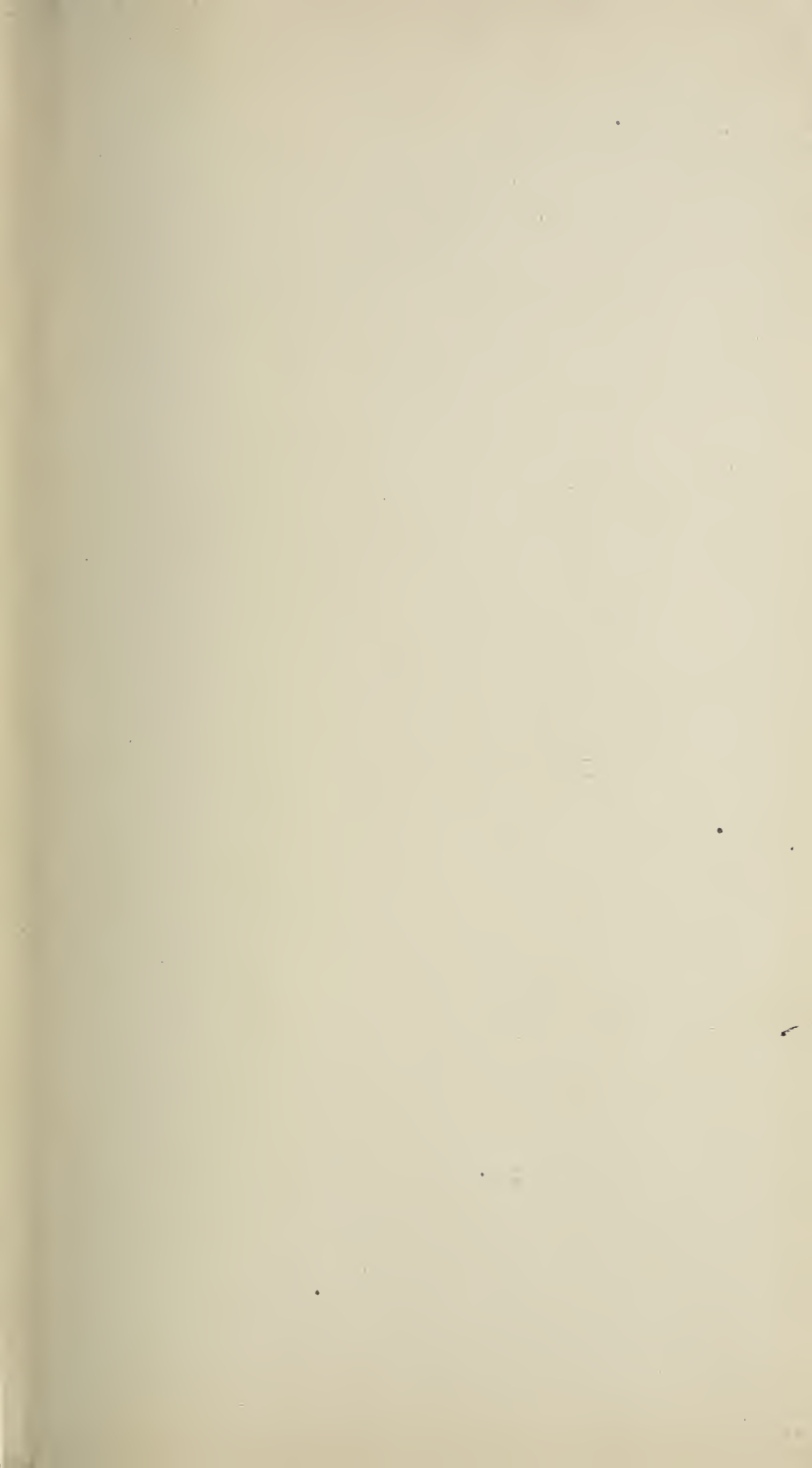
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